Patterson High School

Teacher: Ms. Nichols Lesson Date: Thursday, Nov. 10th

Subject: Psychology Unit Title: Lifespan + Development

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| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)*  **Common core: informational texts** | | **Agenda:** *(What is the snapshot of my class flow?)*   1. Do-now + engage with clip of Beyonce baby 2. Video clips + notes 3. KWL 4. Reading + solution development 5. Return to KWL, free write 6. Discuss, develop assessment questions 7. Closing with film clip and ball toss | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  Swbat describe how babies imitate, describe depth perception in humans and analye the responsibility of parents in relation to early developmental disorders by previewing the material, taking notes from engaging film clips, annotating and answering uestions from informational text, freewriting, discussing and developing assessment questions. | | | |
| TIME | INSTRUCTIONAL SEQUENCE | | ACTIVITIES CHECKLIST |
| 5 mins | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  **Do now (*answered in journal)*:**  You smile at a baby, and the baby smiles back. What is the possible explanation for this? | | Anticipate in writing |
| 4 mins | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Film focus: Why is this baby acting this way?  *Babies learn through imitation, and they also have some inherent skills*. *Today, we are going to use video clips to determine our notes as we observe babies in action.* | | * Display Object/Picture |
| 15 mins | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  Teacher will show several video clips and then guide students to develop and record the following key points in their notes:   1. Babies imitate facial expressions, movements and sounds 2. Babies develop depth perception 3. Babies respond to non verbal communication | | * Video clips + notes |
| 10 mins | **Practice as Class:** (”We do”/guided practice/teacher involved.)  Teacher will transition and explain that development does not always go as planned. Student lead KWL on lead poisoning, neglect, malnutrition, and autism | | * Make Predictions * Whole Group Graphic Organizers |
| 25 mins | **Practice as Pairs/Groups:** *(“You do”/teacher monitors and facilitates.)*  Teacher will set a purpose for the reading—we need to understand that not all development occurs perfectly, there are problems. We should be willing and able to come up with potential solutions to these problems. Students will then annotate readings independently; find a solution to the problem, prepare to present to class:   1. What is the problem? 2. What are the impact/symptoms of the problem? 3. What are potential solutions?   Reconvene as a class to add more to the KWL chart on developmental disorders. | | * Practice Active Reading Strategies |
| 10 mins | **Practice Alone**: *(“You do”/teacher monitors and facilitates.)*  Free write on the following prompts:  How knowledgeable do you believe most parents/guardians are about development? What are the implications of their knowledge or lack of knowledge? Should there be some sort of requirement to be a parent? | | * Draft Writing * Free write |
| 15+ mins | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Discuss free-writes and possible implications; possible think-pair-share first depending on time  Students will create 3 assessment questions in preparation for game of hot seat, then students will lead through game of hot seat. | | * Discussion * Develop questions * Game |
| 10 mins | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)*  Video clip on boy with **austism. Why it matters ball toss.** | | * Other: film clip |
|  | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Homework: Case study reading on Jeanie. Answer questions in 2-3 complete sentences (teacher will model what this should look like + shouldn’t look like) | | * Review |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*  All handouts, chart paper for KWL, notes, and free write prompts, prepped video clips |
| **Notes:** |

# Post-Lesson

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| **Reflection:** |
| **Next Steps:** |